# Concordia College

EDMONTON ALBERTA

1947



# Forward Into the New Century

PROGRESS Is Not Progress...
unless it be in the right direction!

As Your Publishing House moves forward into ever greater fields of service, it is deeply conscious that the measure of its service will always be its fidelity to the unchanging Word. The faithful proclamation of that Word by means of the miracle of printing is the only direction along which advancement can be PROGRESS!

As a token of our keen awareness of this our important purpose as well as a pledge of our continued and unswerving loyalty to the aims which have been ours for three-quarters of a century, we are happy to present on this page a reproduction of the Concordia emblem which for years to come will be the hallmark of all Concordia publications.

Appropriately, its Latin inscription

continues to proclaim the imperishable truth: "The Word of the Lord endureth forever." Sending forth that unchanging Word as a torch to light the way for a darkening world will always be the message of our emblem and the all-absorbing purpose of our ministry.

absorbing purpose of our ministry.

The world into which Concordia Publishing House was born more than seventy-eight years ago has crashed and is gone, irretrievably gone; and a new world is even now beginning to dawn on the far horizon. But the WORD which "endureth forever" and to whose proclamation we are dedicated will bridge the old world with the new. That deathless Word we shall continue to proclaim . . . God helping us . . throughout the years to come. In that direction shall lie our PROGRESS!

# Concordia Publishing House

3558 South Jefferson Avenue

Saint Louis 18, Missouri

# Dedication

To the Manitoba-Saskatchewan District of our church which in this year of our Lord, 1947, commemorates the twenty-fifth anniversary of its organization;

To our Lutheran pioneers who have built in these midwestern provinces of Canada prosperous communities and a flourishing church;

To our faithful pastors and missionaries whose unselfish labors in the Word have laid a firm foundation for Christ's Kingdom on the plains of Manitoba and Saskatchewan—

We dedicate this book with respect and admiration.

THE YEARBOOK STAFF.



VIEW OF CONCORDIA COLLEGE IN 1946 SHOWING THE IMPROVED GROUNDS WITH THE FINE NEW CEMENT WALKS AND CURBING.

# Concordia College

Concordia College is situated in Edmonton, the capital of the Province of Alberta, a city of 120,000 inhabitants, 801 miles west of Winnipeg, 771 east of Vancouver, and some 350 miles north of the Montana boundary. The city dates its origin from the year 1795, when it was established as a fur trading post by the Hudson's Bay Company. It was incorporated as a town in 1892 and as a city in 1904. Lying in the centre of one of the most prosperous farming communities in Western Canada and being the gateway to the fertile Peace River empire and to the goldfields and the uranium deposits in the far north, the city has long been noted as a progressive community. With its University of Alberta, provincial Normal School, eleven colleges, and two public libraries, it offers excellent educational and cultural facilities.

Concordia has its home in a quiet residential district in the eastern part of the city. It lies high above the beautiful valley of the Saskatchewan River, borders the scenic Highlands golf course, and adjoins the Fair Grounds and Borden Park, in which are situated the Edmonton Zoo and a municipal swimming pool. The distance from the college to the heart of the city is a ten-minute ride on the Highland bus line.

Concordia College was officially opened on October 31, 1921, with a Grade Nine enrolment of 35 students. The activities of the school were concentrated in the Caledonian Temperance Hotel at 10875 98th Street, and a boarding house at 9529 110th Avenue served as dining room, kitchen, infirmary, and principal's residence. Grades ten, eleven, and twelve were added in the next successive years, and in 1926 the first of two junior college classes was organized.

In the fall of 1924 the Fraser estate (together with several lots owned by the city), covering in area 8.11 acres, was purchased at the cost of \$13,800. Building operations began on May 20, 1925, and were completed on the day of dedication, January 10, 1926. The new plant, designed by the architectural firm of G. H. MacDonald and H. A. Magoon and erected by the Poole Construction Co., consists of three buildings:

The administration building contains six classrooms, laboratory, library, office, faculty room, chapel, vault and heating plant.

In addition to the dining hall, steward's quarters, a small gymnasium, storage rooms, and lavatories, the dormitory contains 16 suites of rooms, the larger of which are designed for five and the smaller for four students. Each suite has a study and a bedroom, the latter being equipped with a dressing table and a spacious locker for each student. All floors in these rooms are covered with battleship linoleum.

In the service building are located the kitchen, refrigerating room, storage room, room for maids, and in the second story the sick-rooms.

All buildings are of fire-proof construction. The total cost of land and buildings was \$147,000. Four teachers' residences were erected in 1930 at a total cost of \$39,466.

Co-education was introduced in 1925, but temporarily discontinued in 1931. Girls were again admitted in 1941, and since that time their number has constantly grown. Twenty-eight were enrolled in the school-year 1946-47.

In conformity with the suggestion of the synodical Board for Higher Education that "each institution should meet the state or regional requirements for graduation from high school," the Alberta Provincial High School Course of Studies was introduced in 1939. At that time grade nine was at least temporarily eliminated, since this grade is no more part of a provincial senior high school. The college is visited annually by provincial inspectors and invariably receives words of commendation from them. Its students have done good work in their final examinations and in achievement have held second or third place among the hundreds of provincial high schools.



# A. H. Schwermann, B.A., B.Ed., D.D.

Principal of the College. Commissary Department. Choir.

Instructor in: English, Music, Type-writing.

Concordia College, Fort Wayne, Ind. (1910); Concordia Seminary, St. Louis, Mo. (1913); University of Alberta (B.A., B.Ed., 1944).

At Concordia College, Edmonton, Alta., since 1921.

Address: 7330 Jasper Ave., Edmonton, Alta.

## J. H. Herreilers, B.A.

College Treasurer

Instructor in: Mathematics, Physical Sciences, Bookkeeping.

St. Paul's College, Concordia, Mo. (1918); Concordia Seminary, St. Louis, Mo.; University of Alberta (B.A., 1929).

At Concordia College, Edmonton, Alta., since 1922.

Address: 6920 Jasper Ave., Edmonton, Alta.



## A. Guebert, B.Ed., M.A.

Vice-principal, Secretary of the Board of Control, Librarian, Bookstore and Canteen.

Instructor in: Humanities, Sociology, Economics, Social Studies, Latin, Typewriting.

Concordia College, Milwaukee, Wis. (1916); Concordia Seminary, St. Louis, Mo. (1921); Dakota Wesleyan University, Mitchell, S. Dak; University of Alberta (M.A., 1943; B.Ed., 1946).

At Concordia College, Edmonton, Alta., since 1928.

Address: 7010 Jasper Ave., Edmonton, Alta.

## J. E. Herzer

Assistant Instructor Meal Service.

Instructor in: Religion, German.

Concordia Theological Seminary, Springfield, Ill.; Walther College, St. Louis, Mo. (1898); Concordia College, Fort Wayne, Ind. (1901); Concordia Seminary, St. Louis, Mo. (1904).

Assistant at Concordia College, Edmonton, Alta., since 1943.

Address: Concordia College, Edmonton, Alta.



## A. R. Riep

Secretary of Faculty. Supervisor of college grounds. Dramatics. School paper. Yearbook.

Instructor in: Greek, German, Social Studies, Sociology.

Professionell-Technische Schule, Odessa, Russia; Concordia College, Edmonton, Alta. (1936); Concordia Seminary, St. Louis, Mo. (1940); University of Alberta.

At Concordia College, Edmonton, Alta., since 1942.

Address: 7006 Jasper Ave., Edmonton, Alta.



## H. F. Witte, B.Sc.

Registrar. Athletics.

Instructor in: English, Biological Sciences, Physics, Health and Physical Education.

Concordia College, St. Paul, Minn. (1930); St. Cloud (Minn.) State Teachers College (B.Sc., 1934); Concordia Seminary, St. Louis, Mo. (1937); University of Alberta.

At Concordia College, Edmonton, Alta., since 1945.

Address: 6924 Jasper Ave., Edmonton, Alta.



# Control of the Institution



Present Board of Control: Rev. W. C. Eifert (Chairman); Mr. Theo. Appelt; Rev. E. Eberhardt, D.D.; Mr. J. Armbruster; Prof. A. Guebert (Secretary). Absent, Mr. C. Kuhnke.

## BOARD OF CONTROL

The supervision and control of teaching, college property, finances, teaching staff, and all other matters pertaining to the life of the school are in the hands of the Board of Control, which is elected by Synod every three years and consists of the President of the District in which the school is located, a pastor, and three laymen. The Board of Control meets regularly once a month and comes together also for many special meetings.

## BOARD OF ELECTORS

Whenever there is a vacancy on the college staff, or whenever Synod decides to add an additional professor to the college faculty, Synod's congregations are asked to set up a list of candidates for this office. Then the Board of Electors of our college meets and selects from this list of candidates the most suitable man for this position. The Board of Electors consists of the President of Synod, the local Board of Control (one vote), and five other members duly elected by Synod every three years.

Members of the present Board of Electors are: President J. W. Behnken, the Board of Control, and Pastors A. Appelt, C. C. Janzow, A. Fuhr, J. Lucht, and P. Wiegner.

# **Purpose, Aims and Discipline**

#### PURPOSE

The chief purpose of Concordia College is to train young men for the ministry in the Lutheran Church. The ministerial student is required to secure the credits necessary for a high school diploma and in addition to complete two years of work in the junior college department. After his studies at Edmonton, the ministerial student proceeds to Concordia Seminary in St. Louis, Missouri, for four years of specialized theological work.

Although the first purpose of the school is to train future ministers of the Lutheran Church and to prepare students for entrance into the synodical normal schools at River Forest and Seward, it welcomes also a limited number of Lutheran students who intend to prepare for other professions or who wish to obtain a high school education under Christian teachers in a Christian atmosphere. For those who wish to prepare for professions, courses are offered in Grades X, XI, and XII which prepare boys and girls for entrance into:

- (a) Universities
- (b) Provincial Normal Schools
- (c) Schools of Nurses' Training

#### AIMS

The school seeks at all times to give a thorough and up-to-date training in the subjects listed in its courses of studies and therefore requires competence of its teachers, effective teaching methods, and efficient work of its students. Students are encouraged and taught to do neat and accurate work and to develop methods of logical thinking and sound judgment. Teachers strive to develop in the student a desire for knowledge, to provide him with a Scriptural basis for evaluation and criticism, and to equip him with a Christian view of life.

Since the school prepares the student for life, it emphasizes his responsibility to his God, to his church, to his fellow men, and to his country.

## DISCIPLINE

All students are required to live a Christian life and to conform to the rules and regulations of the college. They are not to be made Christians, but are to be Christians when they enroll. For that reason admission is granted to such boys and girls only who can furnish written testimonials of their Christian character, and only such will be retained on the school's roster who submit to Christian discipline and conduct themselves in every way and at all times, whether on or off the campus, as becomes Christian young people. If in the opinion of the faculty a student's attitude and behavior is such as to make his presence at the institution undesirable or if his class standing is unsatisfactory, he may, for the obvious good of the school, be dismissed even though no specific offence meriting suspension or expulsion be charged against him.

In accordance with the motto of the college, "The fear of the Lord is the beginning of wisdom," regular church attendance is obligatory.

# THE COLLEGE

COLLEGE GRADUATES, 1947



ROLAND E. MILLER: More commonly known to his fellow students as "Pinky," Roland hails from Neudorf, Saskatchewan, whence he came to Concordia in 1943. Always very popular with the students he was president of the student body in the past year, and for four years he served on the staff of the Aurora, holding the position of editor for two terms. In addition to that he was co-manager of the Concordia Canteen and chairman of the Students Council. As president of the Grace Walther League for the past two years he kept the meetings running smoothly and efficiently. This year he played a leading role in the school play. An ardent sports enthusiast he held the key positions of centre-forward on the hockey squad and short-stop on the baseball team for several years. Handball, volleyball, and ping-pong were also numbered among "Pinky's" favorite sports. In spite of his numerous extra-curricular activities, his studies were always of a very high quality. His departure will indeed create a great gap at Concordia!



WILLARD EIFERT: Five years ago Willard came to Concordia from his home town of Leduc, Alberta, as a "sextie," and he remained to carve himself a notable niche in Concordia's history. In the past year, his Prima year, Willard played a leading part in the school's activities. He held the positions of Secretary of the student body, Chief Librarian, and reporter on the Aurora staff, always displaying a dutiful and enthusiastic attitude toward his work. His service to the Grace Walther League, where he also held many important positions at various times, was notable. In sports Willard this year won a position on the senior hockey team, and was always enthusiastically willing to join in a game of handball or baseball. Friendly to a high degree, tolerant of others' mistakes and ready at all times to admit his own errors, never "touchy" when teased by his school-mates, he will long hold a place in the hearts of his fellow Concordians.

# DEPARTMENT

## FIRST YEAR COLLEGE



DAVID HONIG: Hailing from Plumas, Manitoba, Dave is now also in his fourth year at Concordia, and he has become a landmark at the college. Quiet and studious, David always maintained his calm, stoical temperament under any amount of "ribbing" from his fellow students. In the minds of most students David and a copy of the Reader's Digest or some other book will always seem to belong together. During the past year Dave served faithfully as the president of the Bethlehem Walther League, and also was an invaluable member of the bass section of the choristers and an Aurora typist. In sports he never stood out, but when he did take part it was with unlimited enthusiasm. Of great mental capabilities, David combined these with high ideals to make himself a lovable part of Concordia.

THEODORE LUCHT: Now in his Secunda year, "Teddy," whose home is in MacNutt, Saskatchewan, has attended Concordia for four years. In the past year Ted served for some time as the chairman of the Literary Committee, but midway through the year he switched to the Athletic Committee, which he found much more to his liking. In young people's work Ted capably filled the position of vice-president of Grace Walther League. An excellent athlete, Ted continued to excel in his right-wing position on the hockey squad, and always did well in baseball, handball, and volleyball. Dour Teddy presented a fierce outward appearance, but never was he able to conceal his heart of gold from his fellow students.



## THE COLLEGE DEPARTMENT

Our College Department comprises two junior college years above Grade XII, and is affiliated with Concordia Seminary, St. Louis, Mo., where students specialize over a period of four years in the study of theology. The course in this department is designated for the ministerial student only. It includes the following subjects: Religion, Latin Language and Literature, Greek Language and Literature, English Language and Literature, German Language and Literature, Sociology, Science Survey and Humanities.

# HIGH SCHOOL

# Graduating Class 1947

EMIL LANGE

Millet, Alberta.

Aurora staff, guitar, softball. Aim: The Ministry. "Only one more Aurora issue to publish."



GLENN PETERSEN Standard, Alberta. Aim: Pharmacv.

"Parlez-vous Français?"

ALBERT ROTH Fox Valley, Saskatchewan, Hockey, handball, Choristers. Aim: Teacher. "Don't let anyone tell me that we haven't any corn on our farm!"

LLOYD PEARCE Edmonton, Alberta

Hockey, golf, piano. Aim: Teacher. "The one thing that I like better than watching hockey games is playing hockey."

> WALTER SEEHAGEL Stony Plain, Alberta. Hockey, baseball, guitar. Aim: Pharmacy. "He packs a lot of meaning into a few quiet-spoken words."

LUMIR MOTTL Sunnybrook, Alberta.

Hockey, baseball. Aim: Teacher. "Why couldn't we have more girls at Concordia?"













LUTHER SCHROEDER MacNutt, Saskatchewan.

Hockey, baseball, handball. Aim: The Ministry. "Some day I shall be the best speaker in Western Canada."

# DEPARTMENT



ROSE ADOMITE Lloydminster, Sask.

Skating.

Aim: Nurse.

"There is no pleasure quite like—eating."

#### NORMAN LANGE Millet, Alberta.

Orchestra, softball, Choristers, Students Council, Aurora Staff.
Aim: The Ministry.
"Ten laughs a day keep ten doctors away."

#### VIOLET ZWICK

Hines Creek, Alberta.

Students Council, Literary Committee, Choristers.

Aim: Nurse.

"Out of my way, girls . . . I'm a tom-

# GERALDINE HENNIG

Wostok, Alberta. Aurora Staff, piano. Aim: Teacher. "A friend in need is a friend indeed."

## MARION BALCOMBE

Vancouver, British Columbia.

Cnoristers, piano. Aim: Nurse. "Don't ever get me angry or. . . .!"

#### NAOMI HENNIG Wostok, Alberta.

Choristers.

Aim: Nurse.

"My one thought this year is to care for my sister, Margaret."

# DOROTHY MARQUARDT Artland, Saskatchewan.

Aim: Undecided.
"What fun is there eating if you can't gossip at the same time?"

## LILLIAN HENNIG Andrew, Alberta. Aurora Staff: Piano.

Aim: Teacher.
"I do come to classes on time once in a while."

## HIGH SCHOOL STUDENTS, 1946-47

LORNE THOMAS





RONALD RAEDEKE Edmonton, Alberta. Literary Committee, play, Aurora Staff. Aim: The Ministry. "Being a city student definitely has advantages-ahem!"

HERBERT FOX Edmonton, Alberta. Piano, Students Council, Literary Committee. Aim: The Ministry. "I whistle not only in the dark but also in study hours."

Rolly View, Alberta. Choristers, orchestra, play, baseball. Aim: Scientific Agriculture. "I can also cut hair without the use of a bowl"

ALFRED WEDMAN

IRVIS BUSCH Churchbridge, Saskatchewan. Students Council, baseball. Aim: Medicine. "The supreme joy of life is to sleep past 10:00 a.m."

> WILLIAM BUSSE Grenfell, Saskatchewan. Hockey, baseball. Aim: The Ministry. "Don't you think that a brush cut improves the looks of my hair?"





Edmonton, Alberta. Baseball, boxing. Aim: Medicine. "You fellows are lucky that I haven't got a bad temper."

GILBERT KRAUSE Edmonton, Alberta.

Aim: Undecided. "One day of school a week is quite enough for me."









Oyen, Alberta. Aim: Farmer. "My motto is: 'Silence is golden.'"

CLARENCE EIFERT Leduc, Alberta. Choristers, referee. Aim: The Ministry. "If you want the latest information, incline your ear this way."

#### IRENE KINZEL

Codette, Saskatchewan.
Girls' Prima, Students Council.
Aim: Nurse.
"I wonder what they are doing at home just now. . . . ?"

SELMA BORGER
Lymburn, Alberta.
Choristers.
Aim: Nurse.
"The one thing wrong with this world is—too much talking."





Choristers, play.

Aim: Stenographer.

"They don't call me 'Cookie' for nothing."

#### MARGARET HENNIG Wostok, Alberta.

Choristers, piano.
Aim: Teacher.
"Don't try to flirt with me, boys—
it won't work."





VALENTINE HENNIG
Wostok, Alberta.
Hockey, baseball, handball, Choristers, Athletic Committee.
Aim: The Ministry.
"Does anyone want to share my sisters with me?"





JOHN NIELSEN
Port Alberni, B.C.
Photography, Aurora Staff.
Aim: The Ministry.
"And every time he spoke, it was a corny joke."

ROBERT BAUER
Baseball.
Aim: The Ministry.
"Some day I shall surely trounce John
Nielsen."

## GLEN BUCHWALD Standard, Alberta. Piano, baseball.

Aim: R.C.M.P.
"If you think I'm tall, you should see
my brother!"

# PAUL SCHROEDER MacNutt, Saskatchewan.

Students Council, Literary Committee, hockey, baseball.
Aim: The Ministry.
"Don't rush me, girls, please!"





## HIGH SCHOOL STUDENTS, 1946-47



JEAN POHL Flatbush, Alberta.

Piano

Aim: Music Teacher.
"I must practice my music . . . if no boys show up."

ADELIA BOLLEFER
Middle Lake, Saskatchewan.

Aim: Undecided.

"Success is 99% inspiration and 1% perspiration."

MARIAN FUHR
Edmonton, Alberta.
Choristers, play, singing, piano.
Aim: Deaconess.
"Figaro, Figaro, Figaro...."

LAVERNE YOUNG
Dawson Creek, B.C.

Choristers, Athletic Committee, play, piano.
Aim: Deaconess.

"Swing it, Vernie. . . !"





PEARL MORLOCK
Delia, Alberta.
Piano, Choristers.
Aim: Navy nurse.
"Oh, grandma, what big brown eyes
you have!"



NORMA MADU
Leduc, Alberta.
Play.
Aim: Nurse.
"Please, don't call me 'Mud'."

ADELE STROCHER
Tomahawk, Alberta
Choristers.
Aim: Navy nurse.
"It's not hard to be successful in studies... you just have to think."









GERALDINE BECKER
Tofield, Alberta
Play.
Aim: Air stewardess.
"Men say, what is lightest always rises to the top."

LITA ESKELSON Edmonton, Alberta.

Aim: Stenographer.
"Why of course, all Swedes have blonde hair!"

#### WALTER FREITAG Spruce Grove, Alberta.

Piano, orchestra, Choristers. Aim: Medicine.

"I find that relaxation is much better for the mind than studying."

#### ROBERT WAGNER

Druid, Saskatchewan.

Hockey, baseball. Aim: Medicine.

"Sometimes when I stay in bed I'm really sick."





FRANCIS BOLLEFER

Middle Lake, Saskatchewan.

Aim: Engineer.

"I'm sure you won't mind my company. I'll sit down for a couple of hours."



Piano, hockey, baseball, guitar. Aim: Teacher.

"I wonder why the upper-classmen don't believe anything I say."







KENNETH ZORN Oakshela, Saskatchewan.

Choristers, handball.

Aim: The Ministry.

"I don't fear man or beast, no matter what their size."





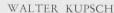
JOHN GIESE

Stony Plain, Alberta.

Hockey, baseball, violin.

Aim: Teacher.

"Oh, how I would like to have a free week-end this week!"



Bruderheim, Alberta.

Piano-accordion, baseball, hockey.

Aim: Teacher.

"I can't play my accordion unless I'm in the right mood."



Aim: The Ministry.

"Here is our little bit of Hollywood."

WALTER HONIG Plumas, Manitoba.

Choristers, handball, baseball.

Aim: The Ministry.

"Ring, ring . . There's the supper bell. Zooom . . There goes Honig."





## HIGH SCHOOL STUDENTS, 1946-47

JOYCE ULMER

Aim: Stenographer.





"Work is work, but isn't it fun just to have fun."

Edmonton, Alberta.

MARGARET HAUSER
Patience, Alberta.
Choristers, guitar.
Aim: Teacher.
"There is only one thing I like better than boys—men."



Choristers. Aim: Missionary. "Giggle, giggle, giggle. . . ."

JENS BOJE Graminia, Alberta.

Aim: Farmer.
"Just wait 'til I get to be an upperclassman!"





# KENNETH JANZOW Vernon, B.C.

Choristers, Athletic Committee, play, hockey, baseball, handball.
Aim: The Ministry.
"Now, in Vernon we do things this way. . . ."



LEANDER ARNDT Blackfoot, Alberta.

Aim: The Ministry.
"Instead of keeping a stiff upper lip,
I keep my back stiff."

OTTO SCHLAYER
Pibroch, Alberta.
Photography, orchestra.
Aim: Farmer.

"The only reason my hair falls over my eyes is—gravity."









MARK BARON Wideview, Saskatchewan.

Handball.

Aim: Undecided.

"Come on, Reinhard, let's have a game of cribbage!"

REINHARD BARON Wideview, Saskatchewan.

Handball.

Aim: Undecided.

"Come on, Mark! How about a checkers match?"

ARTHUR WRUBLESKI Oakshela, Saskatchewan.

Hockey, baseball, handball.

Aim: The Ministry.

"My mind is as big as my body is small."

# RICHARD YETZER Gunn, Alberta.

Skating.
Aim: Forestry.
"Oh, Richard, look at me with those beautiful eyes!"









Aim: Ur "Wouldr every

ERNEST KLEIN Wideview, Saskatchewan. Aim: Undecided.

"Wouldn't the world be better off if everyone were as quiet as I?"

GORDON BARON Edmonton, Alberta.

Piano.
Aim: The Ministry.
"I'm not talking. . . ."



MURVYN KENTEL
MacNutt, Saskatchewan.

Hockey, baseball, guitar, singing.
Aim: The Ministry.
"Isn't Wilf Carter wonderful?"

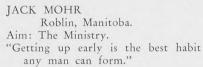




GERHARD RITTER
Edmonton, Alberta.

Aim: The Ministry.
"His voice is as big as the squeak of a mouse."

STANLEY MINCHAU
Edmonton, Alberta.
Orchestra, skating.
Aim: Dentistry.
"The South Side of Edmonton supports all the rest of the city."



RICHARD STEININGER
Grenfell, Saskatchewan.
Hockey, baseball.
Aim: The Ministry.
"My motto is: 'Don't do anything till
you are told to do it.'"





## HIGH SCHOOL STUDENTS, 1946-47





THEODORE MEICHSNER
Roblin, Manitoba
Baseball.
Aim: The Ministry.
"He is shy now, but give him a few
more years, girls!"

EDWIN LEHMAN
Freedom, Alberta
Aim: Undecided.
"My voice could knock you down easier than my fist."

CLIFFORD GUEBERT
Edmonton, Alberta.

Choristers, piano, play.
Aim: The Ministry.

"If you know his brothers, you know Cliff."

HERMAN BOEHMER
Ottawa, Ontario.
Hockey, baseball, orchestra.
Aim: The Ministry.
"You are doing it all wrong.
in Ottawa we would..."





ROBERT RAEDEKE
Edmonton, Alberta.
Cnoristers, Literary Committee.
Aim: The Ministry.
"Is there any way I could be of help?"

Why,



MILDRED SCHWERMANN
Edmonton, Alberta.
Choristers.
Aim: Teacher.
"I'm a bobby-soxer, and I don't care who knows it."

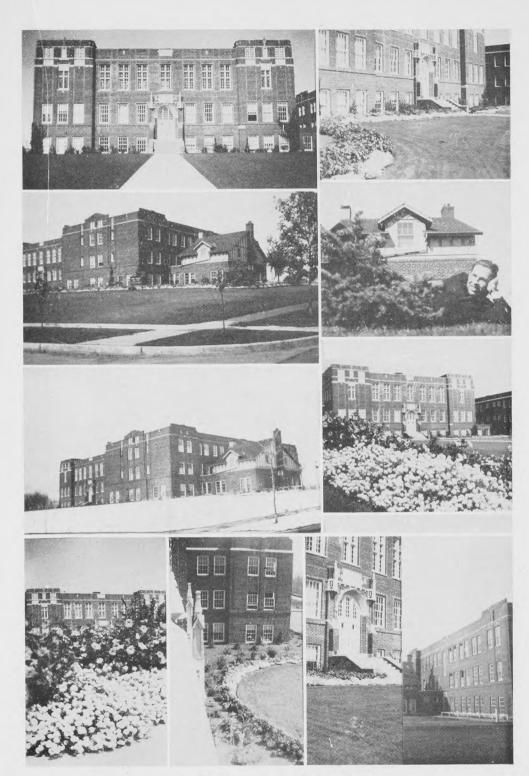
LOIS KRUGER

Olds, Alberta.
Aim: Teacher.
Skating.
"Here is one redhead who wasn't another color first."



## HIGH SCHOOL DEPARTMENT

Our High School Department begins with Grade X and follows the provincial course of studies. To this is added a thorough course in Religion, in which all students are required to register. High school inspectors visit the college annually and invariably speak a word of praise for the work done here. Concordia strives to maintain a high academic standard; and our boys and girls have done good work. In the provincial final examinations for a number of years, they have held a place very near the top among all the high schools of the province. These high scholastic standards together with the Christian atmosphere which prevails at the school make the High School Department an ideal place for Lutheran boys and girls to obtain a high school diploma.



BEAUTIFUL CONCORDIA!



THE COLLEGE FAMILY: This is a picture of all those who learn, teach, and work at the college. In the centre is the teaching staff. On the left is the service personnel consisting of "Ma" and "Cap" Fuhr, who cook and bake for all the students, and Mr. and Mrs. Wm. Zander, the Turner, professional choirmaster and vocal teacher, who trains and leads Walter Freitag. janitors, who keep the place neat and clean. Missing are: Mr. H. G. the college choir, and the students Norma Madu, Lillian Henning,

# **Record Enrolment**

The school-year 1346-47 brought the highest enrolment in the history of Concordia College. Eighty-five students were registered. Of these 57 were boys and 28 girls. In the fall of 1946, 48 new students enrolled. These came from British Columbia (2 boys), Alberta (18 boys and 14 girls), Saskatchewan (11 boys), Manitoba (2 boys), and Ottawa, Ont (1 boy). The total enrolment during the last 26 years has been 519 (435 boys and 84 girls). Of these British Columbia supplied 16, Alberta 319, Saskatchewan 161, Manitoba 20, and Ontario 3.

As of June 1, 1947, 65 graduates completed their theological course in the United States and entered the ministry. Of these sixty-five 27 hailed from the Manitoba-Saskatchewan District and 38 from the Alberta-British Columbia District. Today 37 of these pastors are active in Western Canada. Sixteen of them have parishes in Saskatchewan, 14 in Alberta, and 7 in British Columbia. One is stationed in London, England. Eleven have congregations in the United States, and one is serving as a missionary in Argentina. Seven of our students became Christian day school teachers. Four of them are still active—one in Ottawa, Ont., and three in the United States.

The enrolment figures for the past 26 years are the following:

The emoniterie	inguites for the public at	fears are the rollowin	. 5
1921—35	1928—72	1935—36	1942—50
1922—51	1929—62	1936—55	1943—63
1923—48	1930—51	1937—40	1944—68
1924—65	1931—42	1938—38	1945—76
1925—68	1932—46	1939—30	1946—85
1926-84	1933—41	1940—28	
1927—75	1934—32	1941—41	

# Scholarship

Although the total enrolment has been constantly increasing during recent years, the ministerial enrolment is low. During the current school-year only 29 students were preparing for the ministry and 5 for the teaching profession. Western Canada is in need of a growing number of pastors. In order to encourage boys to devote their life to the work of the church as pastor or teacher, the laymen of Western Canada are submitting the following scholarship plans:

1. The lay-members of the Manitoba-Saskatchewan District will offer ONE scholarship to a student from their district. This will be valid for the school-year 1947-48.

2. The lay-members of the Alberta-British Columbia District also offer ONE

scholarship to a student from their midst, good for the school-year 1947-48.

3. This offer is made only to such boys as have completed Grade IX of their schooling and will enter Grade X of Concordia College in Sept., 1947, provided they intend to prepare themselves for the ministry or the teaching profession in our Missouri Synod.

4. All boys who intend to compete for this scholarship will have to observe

the following conditions:

a) They will have to send all reports which they received in the 9th Grade to

the faculty of Concordia College, Edmonton, before July 1, 1947.

b) As soon as they receive the results from the final Grade IX examinations from their respective schools or Departments of Education, they will have to forward these also to the faculty of Concordia College.

c) Under the supervision of their pastor they will have to write, early in the summer, an examination which will be sent to them by the faculty of Concordia College.

d) A statement concerning the applicant's character will have to be forwarded to

our faculty by a responsible person.

After all this information has been received and the examinations for all applicants have been corrected, the faculty will, on behalf of our laymen, award the scholarship to those boys whom they consider most deserving.

(Continued on Page 46)











# Gifts and Improvements

## KITCHEN-

Among the improvements made at Concordia during the current school year is the addition of a Hubbard gas bake oven. This has a capacity of 36 loaves. It enables our expert baker, Mr. C. Fuhr, to serve our students home-baked bread. And how they do like it! It seems that their appetites are never satisfied when the Fuhr-baked bread appears on the table. It was for this reason that we were doubly grateful for the shipments of flour which kind friends of the college sent us repeatedly. And speaking about students' appetites reminds us of many other donations received in the course of the year for the college kitchen from generous friends. Under the leadership of the College Shower Committee kitchen showers were held in November and April and supplies were donated in large quantities.

## GROUNDS-

Our college grounds, which in 1945 were completely remodelled and rebuilt, continue to call forth the admiration of all passers-by. Last fall an item in a Winnipeg newspaper referred to their beauty. Letters from various sources—one from far-away Victoria, B.C.—have come in, inquiring about methods and materials used in their construction. Mr. A. Paton, supervisor of grounds at the Oliver hospital, has again given invaluable expert advice. A donation of one hundred gladioli bulbs and 200 dozen flower plants from Mr. J. W. Webber, our great-hearted friend in Regina, will unfold their floral glory during the summer season 1947. And our lawn could not constantly present the appearance of a carpet of green velvet if it were not for the generosity of our loyal Alumni Association, who so kindly presented their alma mater with a new power mower.

## DORMITORY-

After serving for 26 years, the equipment of the rooms in our boys dormitory is decidedly in need of replacement. The ladies of our churches throughout Western Canada have made a commendable beginning with this project and have already contributed about \$1,000, for which durable steel chromium chairs and also some bedsteads have been bought. Desks and other equipment will be added as funds become available. A donation of 6 much-needed utility tables for the sick-rooms was received from Mr. and Mrs. Herman Boehmer, Sr., Ottawa, Ontario, in memory of their son Albert, who departed this life while on duty in the armed forces. And a remarkable gift of \$500 from Pastor H. Treit's Grace Congregation in Regina was designated for the complete equipment of one suite of rooms, which hereafter will be known as the "Regina Room."

# Committees!





The Yearbook Advertising Committees, by means of soliciting advertisements, were responsible for obtaining the necessary funds for the publication of this yearbook. Left to right: A. Wedman, D. Marquardt, R. Miller, I. Kinzel, W. Eifert, V. Zwick, N. Lange, N. Hennig, T. Lucht, G. Hennig, M. Fuhr, Ron. Raedeke, M. Balcombe, H. Fox, G. Petersen, E. Lange, L. Young, L. Mottl, J. Pohl, R. Adomeit, V. Wildgrube, J. Nielsen, C. Eifert. Absent: L. Hennig.

The Aurora Staff publishes and prints the monthly editions of the Aurora, the college paper. Left to right: D. Honig, T. Lucht, Ron. Raedeke, J. Nielsen, N. Lange, W. Eifert, Prof. A. R. Riep, E. Lange, R. Miller, G. Hennig. Absent: L. Hennig.



The Students Council was elected to assist in guiding and guarding the welfare of Concordia and her students. Reading, left to right: T. Lucht, D. Honig, I. Busch, W. Eifert, I. Kinzel, Dir. A. H. Schwermann, V. Zwick, R. Miller, N. Lange, H. Fox, P. Schroeder.





The Library Staff is responsible for the care of the books and for the administration of the college library. Left to right: Standing: D. Honig, Prof. A. Guebert, I. Busch. Seated: E. Lange, G. Hennig, W. Eifert, L. Young, P. Schroeder.

The Athletic Council administers the various athletic activities of the students during the school year. Left to right: V. Hennig, K. Janzow, L. Young, T. Lucht, Prof. H. Witte, W. Eifert.





The Literary Council provides and conducts the social entertainments of the students. Left to right: Robert Raedeke, H. Fox, V. Zwick, Prof. A. R. Riep, P. Schroeder, Ronald Raedeke.

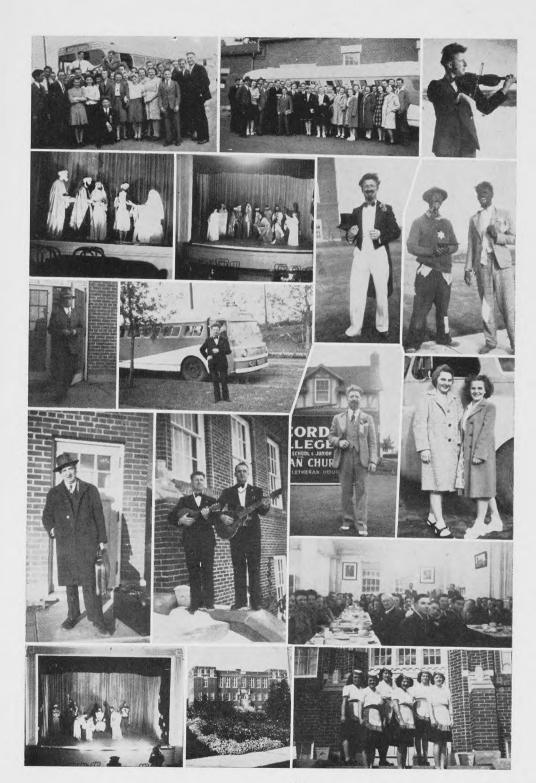
The Canteen, along with the college book-store supplies many necessities and refreshments for the students. The managers are, left to right: Prof. A. Guebert, T. Lucht, R. E. Miller.

# **Music and Dramatics**





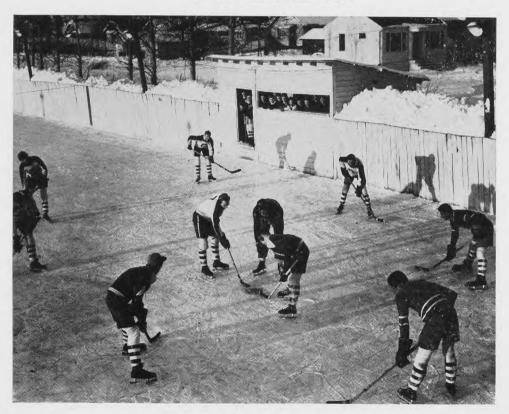




# HOCKEY:



ON TO MEET THE FOE!



JUST BEFORE THE BATTLE!



A WORD OF ADVICE.



TOP SCORER (R. MILLER, NEUDORF, SASK.)



CHEERS FOR THE TEAM.

# A Well Rounded Student Life ---







# **General Information**

## REQUIREMENTS FOR ADMISSION

Applicants must have a Grade Nine Diploma or its equivalent before they are permitted to enroll.

Official application blanks as well as any additional information may be obtained by writing to:

Rev. A. H. Schwermann, D.D., Principal Concordia College, Edmonton, Alberta.

Upon such a request for application blanks the college will mail out two forms, an official application blank to be filled out by the applicant and a medical examination blank to be filled out by a licensed physician. The medical examination form will show whether the applicant has any functional disorders and whether he is free from infectious and contagious disease. It will also show whether he has been vaccinated against smallpox and inoculated against diphtheria. These forms should be filled in completely and returned promptly. Every student is required to be present for the opening service at the beginning of the term.

Before we shall be able to tell a prospective student what courses he will be permitted to take at Concordia, he must send us a complete and official statement of standing of the work done in the previous grade. This applies not only to students from Alberta, but also to those from other provinces. The work done in other provinces is evaluated by the Department of Education of Alberta, and credit is given accordingly.

#### **EXPENSES**

Tuition, one dollar per credit (including non-Provincial subjects) or approximately \$38.0	00
(No tuition is required of students preparing for the ministry or teachir profession in the Missouri Synod)	ng
Board (for boys living in the college)	00
Board at College (for students rooming in private homes)	00
Registration Fees	00
Books, approximately 20.	00
Stationery (also mattress, fountain pen, light bulbs, etc.)	00
Library Fee	00
Laboratory Fees (for each science course carried)	00
Typewriter rent, for those practicing on college machines 5.0 (for those practicing on their own machine 3.00)	00
Service Fee (light, water, janitor, etc.) for student not taking	
meals at the college	00

Anyone arriving late in fall receives no rebate and must pay all fees in full.

All checks and money orders should be made payable to:

Prof. J. H. Herreilers, Concordia College, Edmonton, Alberta.

CONCORDIA COLLEGE, and should be addressed to:

With regard to the student's allowance for spending and personal needs, parents ought to keep in mind that too much spending money may be harmful. On the other hand, it discourages a student if his parents do not give him enough for such things as he needs and as are reasonable. Personal funds may be deposited with the Treasurer for safekeeping.

#### PAYMENTS

- 1. The school year is divided into four quarters, and at the beginning of each quarter an instalment of \$46.50 (\$39.00 for students living in private homes) is payable for board. Hence the payments fall due on the opening day of school, on December 1, February 15, and May 1.
- 2. The Service Fee for students not taking meals at the college (city students) is payable in four quarterly instalments of \$9.00 each, at the beginning of each quarter.
  - 3. Books and stationery are sold for cash only.
  - 4. All other fees must be paid at the time of entrance.

#### PERIODS OF GRACE

If students are unable to make their board payment at the beginning of the quarter, the following periods of grace will be given:

For the first quarter: Four weeks after the opening day.

For the second quarter: Two weeks after the beginning of the quarter, or up to December 15.

For the third quarter: Two weeks after the beginning of the quarter, or up to March 1.

For the fourth quarter: Two weeks after the beginning of the quarter, or up to May 15.

If payment has not been made when the period of grace comes to an end, the student will not be permitted to attend classes until such payment is made. We kindly ask for the co-operation of parents in paying bills promptly, so that the student will not be compelled to miss any classroom periods. Some parents prefer to pay the entire board at the beginning of the school year. In such cases a proportionate refund is made, if for any reason the student finds it necessary to discontinue his work during the course of the year.

#### CAMPUS WORK

In view of the fact that Concordia equips its students with a thorough education at an extremely low cost, every student is required to do twenty-five hours of work gratis for the benefit of the school. Such work is done on the grounds, in the buildings, and in the kitchen.

## STUDENTS' SUPPORT

Our two synodical districts of Western Canada are willing to grant a certain amount of support to a limited number of ministerial students who are really deserving and whose parents find it impossible to pay for their board. All inquiries and applications regarding this matter should be addressed directly to:

Rev. F. A. Miller, Neudorf, Sask. (for the Manitoba-Saskatchewan District)

or to:

Rev. V. Eichenlaub, 710—16th Street North, Lethbridge, Alberta (for the Alberta-British Columbia District)

These applications should be approved and signed by the pastor of the student and should be made as early in the summer as possible. Funds are limited, and for that reason a late applicant may be disappointed.

### ACCOMMODATIONS FOR GIRLS

The college has no dormitory facilities for girls and can therefore assume no responsibility for their lodging. However, attempts will be made to find good Christian homes for such girls as wish to enroll. In recent years girls have paid approximately \$75 a year each for rooming accommodations where two girls occupied the same room. Correspondence is invited from those who are interested.

Girls who receive their meals in the college dining room are required to pay

\$156.00 a year for board.

### WHAT THE STUDENT SHOULD BRING ALONG

Students should bring their Bible, catechism, and hymnbook.

Every student living in the dormitory must be provided with the necessary clothing and bedding: pillow, three pillow-cases, two bedspreads for a single bed, three bedsheets, at least three woolen blankets, six Turkish towels, dress shirts, and an ample supply of white handkerchiefs. Mattresses should be purchased in the College Book Store. Boys must wear dress shirts, ties, and suit-coats in the classrooms, dining hall, and chapel.

### LAUNDRY

Every student is responsibile for his own laundry. He may send his clothes home or to a commercial laundry in Edmonton or elsewhere.

### SUNDRY REGULATIONS

1. Students are not permitted to have private radios.

2. Students are not permitted to leave for vacations before their last period is over.

3. Dentist appointments must be made outside of class hours.

4. Parents are requested not to call students out of their regular classes for appointments. shopping tours, etc.

### DAILY SCHEDULE

Rising Bell	7:00
Breakfast	
Study Period	7:40-8:10
Class Hours (35 minutes each)	8:10-12:05
Morning Devotion	10:30
Noon Hour Class Hours	12:00-1:25
Class Hours	1:25-3:45
Recreation	3:45-6:00
Supper	6:00
Study Hours	7:00-9:00
Evening Devotion	9:00
Lights Out	10:00

### CALENDAR FOR THE YEAR 1947-48

Opening of the New Schoolyear: Wednesday, September 17.

Thanksgiving Day: Monday, October 13. Reformation Day: Friday, October 31. Remembrance Day: Tuesday, November 11.

Christmas Vacation: Friday, December 19, 12:00 noon to Tuesday, January 6, 8:00 a.m.

Easter Vacation: Thursday, March 25, 12:00 noon to Tuesday, April 6, 8:00 a.m.

Ascention Day: Thursday, May 6.

Pentecost Recess: Friday, May 14, 12:00 noon to Tuesday, May 18, 8:00 a.m.

Victoria Day: Monday, May 24.

King's Birthday: June 9.

Commencement: Wednesday, June 30.

#### CURRICULA

The academic work at Concordia leading to a High School Diploma is recognized by the Department of Education of the Province of Alberta. The courses offered, therefore, are those which are outlined in the official "Regulations" issued annually by the Department. One hundred credits are required for a High School Diploma. The Department promotes students of Grade X and Grade XI upon the recommendation of our teachers. Students of Grade XII must write the provincial examinations. (The examination fees are \$1.00 for each paper of Grade XII. Every student must pay \$1.00 as a recording fee for a statement of results in one or more non-examination subjects.) At least a B standing is necessary for students following the Pre-Ministerial, Pre-Normal, and University Matriculation courses.

Concordia offers the following courses of study:

### PRE-MINISTERIAL

This course will give the student a High School Diploma and will admit the graduate to Concordia Seminary.

#### HIGH SCHOOL

Grade X	Cr.	Grade XI	Cr.	Grade XII	Cr.
Religion 1	4	Religion 2	4	Religion 3	4
English 1	5	English 2 Social Studies 2	5	English 3	5
Social Studies 1	5	German 1	5	Social Studies 3	5
Special German 1	5	Latin 2	5	German 2	5
Latin 1	5	Music 1	4	Latin 3	5
Health & Phys. Ed. 1	5	Geometry 1	5	Greek 1	5
Algebra 1	5	Typewriting 1a	3	Algebra 2	5
Physics 1	5	Biology 1	3	Trig. & Anal. Geom.	5

#### COLLEGE

Semester 1		Semester 2		Semester 3		Semester 4	
Religion	3	Religion	3	Religion	3	Religion	3
Survey Eng. Lit.	3	Survey Eng. Lit.	. 3			Creative Wrtg.	3
Economics	3	Economics	3	Sociology	3		
German	4	German		German	4	German	4
Humanities	3	Latin	3	Humanities	3	Latin	3
Greek	4	Greek	4	Greek	4	Greek	4
Phys. Sci. Surv.	3	Phys. Sci. Surv.	3	Biol. Sci. Surv.	4	Biol. Sci. Surv.	4

### PRE-NORMAL

This course prepares the student for admission either to the Provincial Normal School or to the Lutheran Teachers' College at River Forest or Seward. It also gives the student a High School Diploma.

Grade X	Cr.	Grade XI	Cr.	Grade XII	Cr.
Religion 1	4	Religion 2	4	Religion 3	4
English 1	5	English 2 Social Studies 2	5	English 3	5
Social Studies 1	5	Geometry 1	5	Social Studies 3	5
Health & Phys. Ed. 1	5	Chemistry 1	5	At least 3 of follow	wing:
Algebra 1	5	One of the following	g:	Latin 3 or Germa	an 3 5
Physics 1	5	Latin 2 or Germa	n 2 5	Algebra 2	5
Latin 1 or German 1	5	Latin 1 or Germa Three of the follow		Trig. & Anal. Ge Chemistry 2	om. 5
One of the following	:	Biology 1	3	Physics 2	5
Biology 1	3	Bookkeeping 1a	3	Biology 2	5
Bookkeeping 1a	3	Music 1	4	Electives to comple	te 100
Music 1	4	Typewriting 1a	3	credits for a	High
Typewriting 1a	3	Sociology	3	School Diploma.	

### UNIVERSITY MATRICULATION

This course prepares for the Faculties of Arts and Sciences, Medicine, Dentistry, Pharmacy, Engineering, and for the Bachelor of Science course in Nursing.

Grade X	Cr.	Grade XI	Cr.	Grade XII Cr.
Grade A	CI.	Grade 201	CI.	Religion 3 4
Religion 1	4	Religion 2	4	English 3 5
English 1	5	English 2	5	Social Studies 3 5
Social Studies 1	5	Social Studies 2	5	Algebra 2 5
Health & Phys. Ed. 1	1 5	Geometry 1	5	Trig. & Anal. Geom. 5 Physics 2 5
Algebra 1	5	Chemistry 1	5	Chemistry 2
Physics 1	5	Latin 2 or German 2	5	Latin 3 or German 3 5
Latin 1 or German 1	5	Three of the following	ig:	NOTE: For Arts and
One of the following	:	Biology 1	3	Sciences, Biology 2 may
Biology 1	3	Bookkeeping 1a	3	be chosen in place of Physics 2 or Chemistry 2.
Bookkeeping 1a	3	Music 1	4	For the degree course
Music 1	4	Typewriting 1a	3	in Nursing, Biology 2
Typewriting 1a	3	Sociology	3	may be chosen in place of Physics 2.

### ADMISSION TO TRAINING FOR NURSING

Grade X	Cr.	Grade XI	Cr.	Grade XII Cr.
Religion 1	4	Religion 2	4	Religion 3 4
English 1	5	English 2	5	English 3 5
Social Studies 1	5	Social Studies 2	5	Social Studies 3 5 Latin 3 5
Health & Phys. Ed.	1 5	Latin 2	5	Chemistry 2 5
Latin 1	5	Chemistry 1	5	Biology 2 5
Physics 1	5	German 1 or Geom.	1 5	And any two of the fol-
Algebra 1	5	Three of the followi	ng:	lowing:
One of the following	:	Music 1	4	Algebra 2 5
*Biology 1	3	*Biology 1	3	Trig. & Anal. Geom. 5
Bookkeeping 1a	3	Bookkeeping 1a	3	German 1 or 2 5
Music 1	4	Typewriting 1a	. 3	Physics 2 5
Typewriting 1a	3	Sociology	3	Any General Elective.

\*Biology 1 must be taken in Grade X or Grade XI.

### COURSES OF INSTRUCTION

### RELIGION

The aims of the course in religion are:

- 1. To acquaint the student ever better with the redemptive work of Jesus, his Savior, by widening his knowledge of the plan of salvation.
- 2. To aid the student in solving the problems of life, particularly the problems of adolescence, in the light of God's Word and to assist him in developing a strong Christian character by precept, example, counsel, and Christian discipline.
- 3. To guide the ministerial student in laying the foundation for the professional course in theology by deepening the doctrinal background and widening his Biblical knowledge.
- 4. To equip the non-ministerial student for intelligent lay-leadership by giving him a broad foundation in Biblical knowledge and doctrine and applying it to life.
- 5. To have all students acquire a reasonable knowledge of the history of the church and of the distinctive doctrines of the churches of Christendom.

#### HIGH SCHOOL

All students are required to take the prescribed courses in religion. In the various grades the following courses are given:

Religion 1 (Grade X): The doctrines of the Lutheran church on the basis of the new synodical catechism. Memory work: Small Catechism. Hymns supervised Bible reading.—Four periods per week. (Herzer.)

Religion 2 (Grades XI and XII): Bible history of the Old Testament. Memory work: Hymns, psalms, and other selections from the Scriptures. Luther's Small Catechism. Supervised Bible reading.—Four periods per week. Will not be offered in 1947-48. (Herzer.)

Religion 3 (Grades XI and XII): Bible history of the New Testament. Memory work: Hymns, psalms, and other selections from the Scriptures. Luther's Small Catechism. Supervised Bible reading.—Four periods per week. (Herzer).

#### COLLEGE

College Religion 1 (for first and second year classes): An analysis of the books of the Bible based on Kretzmann's Finding Our Way into the Bible. Essays demanding a careful study of portions of the Bible. Supervised Bible reading. Memory work: Review of Luther's Small Catechism in English and German. Review of all proof-texts in the new synodical catechism. Review of hymns and selections from the Old and New Testament.—Three hours per week. Will not be offered in 1947-48. (Herzer.)

College Religion 2 (for first and second year classes): A course in Christian doctrines as recommended by the Committee on Higher Education of Synod. Essays demanding a careful study of portions of the Bible. Supervised Bible reading. Review of hymns and selections from the Old and New Testament.—Three hours per week. (Herzer.)

### ENGLISH

The aims of the course in high school English are:

1. To develop the ability of the student to express himself clearly, correctly, and as effectively as possible in oral and written English.

2. To train the student to read audibly and intelligibly.

3. To train the student to read with understanding selections presenting difficulties of thought and expression.

4. Through a wide range of reading, to extend and enrich the student's experience,

and to develop his ability to interpret his own environment.

5. To develop the student's ability to recognize and appreciate good literature.

6. To help him evaluate literature also from a Scriptural point of view.

The aims of the course in college English are:

- 1. To acquaint the student with the best productions in English literature and their historical background.
- 2. To help him read appreciatively and critically in various types and periods of literature.
- 3. To equip him with the ability to evaluate ideas on the basis of Biblical principles.

4. To develop his power of clear, correct, effective oral and written expression.

#### HIGH SCHOOL

The courses in Grades X, XI, and XII are those prescribed by the Department of Education for high schools in the Province of Alberta.

English 1: For language and grammar, the book Expressing Yourself, Book Two is used as the text. This part of the year's work includes such units as: vocabulary building; sentence recognition and structure; complex sentences; correct use of pronouns, verbs, and adverbs; correct punctuation, spelling, and capitalization; effective

paragraphs; summarizing material; proper presentation of material; written and oral composition; outlining; letter writing. In literature, a drama is read and studied in the classroom. Class work also includes the study of narrative, descriptive, and lyric poetry, the selections being taken mainly from A Selection of English Poetry, Book One. For prose, "The Magic of Literature," Book Three is used. Each student is required to read ten books to complete the free reading requirement.—Five periods per week. (Witte.)

English 2: In grammar and composition, the course is largely a continuation of English 1, requiring more intensive work in a number of the units mentioned above. Greater emphasis is placed on effective writing. Textbook: Expressing Yourself, Book Three. In literature, a drama is read and studied in the classroom. Selections from Shorter Poems (collected by Alexander) are studied in class. Selected Short Stories (edited by Bennet, Pierce, and Whitefield) and A Book of Good Essays (compiled by Sealey) are read and studied. Each student is required to read ten books to complete the free reading requirement.—Five periods per week. (Witte.)

English 3: Literature: Lewis: Poems Worth Knowing. Brown: Essays of Our Times. One Shakespearean and one modern play. Free reading: Ten titles from a wide variety of books. Memorization: About 150 lines of poetry and drama. Language: using English to tell stories; experience and information from books; speeches for special occasions; letter writing; precis writing; clear sentences; essentials of attractive style; using English in explaining; expressing yourself forcefully; using English to argue. Textbook: Expressing Yourself, Book Four.—Five periods per week. (Schwermann.)

#### COLLEGE

First College Year: Creative Writing. Three hours per week (one semester). Offered in 1947-48. (Schwermann.)

Second College Year: History of English Poetry and Prose, from Chaucer to Tennyson. Textbook:College Survey of English Literature. Will not be offered in 1947-48. Three hours per week (two semesters). (Schwermann.)

### GERMAN

The aim of the German course outlined for the ministerial or normal student preparing for work in the church is to enable him to use German as a living language in his profession, i.e., to speak, read, and write it fluently, effectively, and idiomatically. The student is lead to appreciate German literature and other aspects of German culture by a study of great masterpieces in prose, drama, and poetry. Those preparing for professional work in the church take the Special German courses, which are arranged to satisfy their needs.

The regular high school course in German (German 1, 2, and 3) is based upon provincial requirements, and aims chiefly at comprehension, but correct spelling, sentence structure, writing of compositions, and appreciation of the German folk songs and of German literature are also stressed.

#### HIGH SCHOOL

German 1: Fundamentals of German grammar and syntax on the basis of Chiles and Wiehr, First Book in German (Lessons 1-15). Reading in class of books 1-7 of The Heath-Chicago German Series with exercises in comprehension. Private reading of five simple German stories with written class reports. Short compositions. Memorizing and singing of German folk songs. Regular dictations.—Five periods per week. (Riep.)

Special German 1: In addition to the work outlined under German 1 (see above), this course stresses oral expression. The oral work consists of exercises in conversation, story telling, recitation of poems, etc. Frequent short compositions.—Five periods per week. (Herzer.)

German 2 and 3: Fundamentals of German grammar and syntax on the basis of Chiles and Wiehr, First Book in German (entire book.) Regular dictations. Longer

compositions. Reading in class of selected works from German literature with exercises in comprehension. Private reading of ten German stories or novels with written class reports. (German 3 students must include the following books in their private reading: Bauer, Das Geheimnis des Jannshofs; Kaestner, Emil und die Detektive; Storm, Immensee; Kaestner, Die verschwundene Miniatur.) Memorizing and singing of German folk songs.—Five periods per week. (Riep.)

Special German 2 and 3: In addition to the work outlined under German 2 and 3 (see above), this course stresses oral expression and a more thorough study of grammar and composition. The oral work consists of exercises in conversation, story telling, recitation of poems, etc. Frequent compositions.—Five periods per week. (Herzer.)

#### COLLEGE

College German: This two year course in German designed for the ministerial student consists of a detailed study of advanced German grammar and composition on the basis of Hattstaedt's Deutsche Grammatik, an overview of the historic development of German literature on the basis of Hattstaedt's Deutsche Nationalliteratur, together with reading and discussion of representative masterpieces from the fields of German drama, prose, and poetry; extensive private reading; much work in oral and written composition.—Four hours per week (four semesters). (Herzer.)

### GREEK

The aims of the course in Greek are:

- 1. To prepare the student to read Greek of moderate difficulty with ease and understanding.
- 2. To lay the foundation for seminary courses in Greek New Testament interpretation.
- 3. To develop in the student an understanding and appreciation of the great contributions which the Greek genius has made to western civilization, especially in the field of literature.

These aims are achieved by a thorough training in the essentials of Greek grammar and syntax, constant practice in rapid and accurate identification of verb forms, acquisition of an ample vocabulary, cursory reading of a number of books of the Greek New Testament, systematic study of the history of Greek literature with selected readings from translations of the works of various authors, and by careful translation and study of masterpieces of Greek literature.

The full Greek course is required for the ministerial student but is not accredited by the Province.

#### HIGH SCHOOL

Greek 1: Essentials of Greek grammar. Principal parts of common irregular verbs. Acquisition of a 1,500 word Greek vocabulary. Translation of the first six chapters of the Gospel of St. John with practice in analyzing cases and verb forms. Textbooks: Kaegi, Short Grammar of Classical Greek; Kaegi, First Lessons in Greek; Greek New Testament.—Five periods per week. (Riep.)

#### COLLEGE

First Semester: Essentails of Greek syntax. Translation of Xenophon's Anabasis (Books I and II, or III and IV) with syntactical and grammatical studies on the basis of the text. Private reading in the Greek New Testament: Ephesians, Colossians, Philippians.) Textbooks: North and Hillard, Greek Prose Composition; Harper and Wallace, Xenophon's Anabasis; Goodwin and Gulick, Greek Grammar; Greek New Testament.

—Four hours per week. (Riep.)

Second Semester: Greek Poetry from Homer to Pindar. A study of Greek poets with reading and discussion of translations of the Iliad, Odyssey, and other representative works from this field. Translation of Homer's Odyssey (Books I-III) and of the Gospel of St. Matthew. Studies in grammar and syntax. Textbooks: Oates and Murphy,

Greek Literature in Translation; Perrin and Seymour, Homer's Odyssey; Greek New Testament; Goodwin and Gulick, Greek Grammar.—Four hours per week. (Riep.)

Third Semester: Greek Tragedy and Comedy. A study of the origin, development, and structure of Greek tragedy and comedy with selected readings from translations of representative works of Greek masters. Translation of Euripides's Alcestis (or Medea, Aristophanes's Clouds, and St. Paul's Epistle to the Galatians. Studies in grammar and syntax. Textbooks: Oates and Murphy, Greek Literature in Translation: Bayfield, Euripides's Alcestis; Forman, Aristophanes's Clouds; Greek New Testament; Goodwin and Gulick, Greek Grammar.—Four hours per week. (Riep.)

Fourth Semester: Greek Prose. A study of Greek writers of history, oratory, and philosophy. Reading of English translations of representative works from each field. Translation of Plato's Apology; Herodotus, Book VII (ch. 179-239); and the Gospel of St. Mark. Studies in grammar and syntax. Textbooks: Oates and Murphy, Greek Literature in Translation; Kitchel, Plato's Apology; Smith and Laird, Herodotus (VII and VIII); Greek New Testament; Goodwin and Gulick, Greek Grammar.— Four hours per week. (Riep.)

### LATIN

The more immediate aim of the Latin course is to develop in the student the ability to read Latin of average difficulty by the end of the high school years. Stress is laid upon the understanding of forms and syntax, but the chief aim is thought comprehension.

Ultimately the course is designed to reach the following objectives:

- 1. To assist the student in gaining a better understanding of English, and thereby to develop the ability to use this language more effectively.
- 2. To develop skill in dealing with philological, literary, and textual problems, thus aiding the student to develop proper study habits and at the same time prepare him for courses at the seminary or the university.
- 3. To broaden the student's cultural background by introducing him to the thought and life of the Roman people.

On the junior college level the Latin course is closely integrated with the course in the Humanities and brings to the student much source material in the field of comparative religion, history, and law.

#### HIGH SCHOOL

- Latin 1: An elementary course introducing the student to simple Latin readings and the fundamentals of Latin grammar. Textbook: Gray, Jenkins, et al., Latin for Today.— Five periods per week. (Guebert.)
- Latin 2: Prose composition designed to aid the student in the acquisition and retention of vocabulary, inflection, syntax, and idiom. Selections from Caesar, Phaedrus, Martial, Gellius, Nepos, and Ovid. Textbooks: Bonney and Niddrie, Latin Prose Composition; Bonney and Niddrie, Latin Prose and Poetry.—Five periods per week. (Guebert.)
- Latin 3: An extension of Latin 2, with reading selections from Livy, Horace, Cicero, and Vergil. Textbooks: Bonney and Niddrie, Latin Prose Composition; Bonney and Niddrie, Latin Prose and Poetry.—Five periods per week. (Guebert.)

#### COLLEGE

College Latin: In this course the authors chosen each year are those which are not commonly included in the previous work of the student. In order to acquaint the student with Roman thought and with Latin literature in general, large selections are read in translation.—Three hours per week (one semester each year, alternating with Humanities). (Guebert.)

#### SOCIAL STUDIES

The courses in the Social Studies are planned so that the student may realize the following outcomes:

- 1. To interest himself in the story of civilization and to discover God in history.
- 2. To relate his studies with present-day problems with a view to finding out how he may cope with these problems.
- 3. To understand and to appraise the various types of economic and political systems which have prevailed at various times in history.
- 4. To realize more fully that he must be prepared to discharge adequately his social responsibility, both as a child of God and as a citizen in a democracy.

#### HIGH SCHOOL

Social Studies 1: This course consists of the following units: Geography for current events; A Brief Outline of the Story of Man from the Dawn of History Up to the Present; Man's History from Prehistoric Times to the Feudal Age; Canadian Democracy in Action; Provincial and Community Problems; Economic Geography of Canada; Canada Among the Nations. Textbooks to be selected.—Five periods per week. (Riep.)

Social Studies 2: This course comprises twelve units, nine of which constitute a year's work. Six are chosen from Section A and three from Section B.

Section A: Historical Outline; Geography for Current Events; Geographical Background for the Study of Europe; Historical Study of Europe (1500-1914); Production and Distribution; Responsible Government; The Expansion of Europe; Problems of Democracy in the United States.

Section B: A Community Problem; A Physical Fitness Programme; Immigration; Consumer Education.

Textbook: To be selected.—Five periods per week. (Guebert.)

Social Studies 3: The course deals almost wholly with contemporary problems, national, imperial, and international. It comprises, besides discussion of current events, the following four units: International Relationships; Historical Developments since 1920; The Second World War and Proposals for Permanent Peace; Canada in the Post-War World.—Five periods per week. (Guebert.)

Sociology 1: An elementary course on the high school level, designed to give the student a grasp of himself in his proper relation to his social world, its institutions, and its problems. Textbook: Landis and Landis, Social Living.—Three periods per week. (Riep.)

#### COLLEGE

College Sociology: An introductory course, treating the individual, the family, the community, and the national and social group. It deals specifically with the maladjustments of modern society and with the remedial measures employed. The place of the church in society receives special emphasis. (Not offered in 1947-48.— Three hours per week (one semester). (Guebert.)

College Economics: An introductory course with special reference to economic problems of the present day. Textbook: To be announced.—Three hours per week (two semesters). (Guebert.)

Humanities: The course in Humanities is planned to give the student an opportunity to survey the intellectual, artistic, and other creative achievements of man in the various fields of human endeavor. It is integrated with other courses on the curriculum, with the emphasis upon the cultural aspects of the civilizations from the ancient Orient, through the Greek and Roman, down to our own times. In order that the student might round out his reading, many selections from the great works of the ages are assigned.—Three hours per week (one semester each year, alternating with College Latin). (Guebert.)

#### SCIENCE

The study of science has two main purposes: first, to give the student an appreciation and understanding of this important and pervasive aspect of our civilization; second, to develop in him the ability to solve such of his problems as are susceptible to scientific treatment.

In carrying out these purposes the course in science aims:

- 1. To lead the student to appreciate and understand how science has grown into what it is today, i.e., to lead him to see how facts have been collected, and how they have been interpreted in devising basic principles and in formulating theories.
- 2. To acquaint the student with the vast store of information concerning the structure and composition of matter as well as the nature of the physical and biological world of which he is a part.
- 3. To develop the idea that our universe is an orderly one in its behavior, and that changes and phenomena that take place in it are the result of scientific laws and principles operating in it under the governing hand of the Almighty God.
- 4. To encourage the student to think and reason intelligently, in terms of scientific principles, about the nature and organization of his environment.

#### HIGH SCHOOL

- Physics 1: This course, taken up in either Grade X or XI, deals with the more simple parts of physics, covering the following units: Matter and mechanics; molecular physics; heat (thermometry and expansion); sound; light. Mathematical problems dealing with these units are taken up, and the laboratory experiments associated with the units are performed. Textbook: Dull, Modern Physics.—Five periods per week. (Witte.)
- Physics 2: This course, taken by students in Grade XII, covers the remaining units usually taken up in high school physics, including: Force and motion; work, power, energy; machines; heat (distribution and change of state); magnetism; static electricity; current electricity. The course emphasizes the mathematical problems associated with these units, and laboratory experiments are performed. The last part of the course deals also with units on radio and radiations and on the automobile and airplane. Textbook: Dull, Modern Physics. (Witte.)
- Chemistry 1: Matter and its changes; oxygen, hydrogen, water; atoms and molecules; symbols and formulae; valence; sodium chloride and sodium hydroxide; chlorine and hydrogen chloride; acids, bases, and salts; ions and ionization; atomic structure; sulphur and hydrogen sulphide; carbon and its oxides; atomic and molecular weights; nitrogen, ammonia, and nitric acid. Textbook Black and Conant, New Practical Chemistry. Demonstrations and experiments.—Five periods per week. (Herreilers.)
- Chemistry 2: Chlorine and the halogen family; electrons, protons, and neutrons; acid bases; ions, metals and their properties; aluminum; iron, steel, and some compounds of iron; copper; some salts of sodium and fertilizers; calcium and its compounds; the chemistry of glass and other silicates; some common organic compounds. Textbook: Jaffe, New World of Chemistry. Laboratory work.—Five periods per week. (Herreilers.)
- Biology 1: This course, taken up in either Grade X or XI, is intended to give the student a general survey of the field of Biology and the problems that are most likely to be met in everyday life. The course is informational rather than technical. It deals with such subjects as: how various organisms obtain food; growth; reproduction; the classification of living things; the study of the various groups of plants and animals; how they are suited to their environment; how man can favor the growth and improvement of domesticated varieties. Textbook: Pieper, Beauchamp, and Frank, Everyday Problems in Biology.—Three periods per week. (Witte.)

Biology 2: This course, taken by students in Grade XII, is intended to be a more detailed and specialized study in the field of Biology. It deals largely with these

problems or units of Biology: Living things and their relation to their environment; protoplasm, the cell, and the organism; plant and animal classification; life functions (nutrition, circulation, respiration, removal of wastes, hormones); reproduction, variation, and heredity; plants and animals in relation to human affairs. Textbook: Fitzpatrick and Horton, Biology.—Five periods per week. (Witte.)

#### COLLEGE

Survey of the Physical Sciences: A consideration of the solar system and the stellar universe; time and the calendar; minerals and rocks; erosion cycle; diostrophism and volcanism; outline of historical geology; matter, energy, radiation.—Three hours per week. (Herreilers.)

Survey of the Biological Sciences: The study of life: Cell structure; tissue, organs, systems; life processes; the plant and animal kingdoms; heredity and variation; health and disease; human behavior; evolution.—Four hours per week. Will not be offered in 1947-48. (Witte.)

### **MATHEMATICS**

Mathematics shares with other subjects the task of developing in the student certain attitudes, powers, appreciations, habits, and forms of knowledge that contribute toward his general education. The primary objectives of the course in mathematics are the development of:

- 1. The power to recognize, understand, and analyze quantity and space relationships.
- 2. The ability to grasp and analyze various kinds of problem situations through resourceful and reflective thinking.
- 3. An appreciation of the contributions mathematics has made to the progress of civilization through its influence on the sciences.
- 4. The willingness and the desire to concentrate on a given task and, through persistent effort, to carry the task to completion.
  - 5. Habits and ideals of accuracy, thoroughness, clearness, and precision.

Algebra 1: Fundamental concepts; functions of the first degree in two variables and their graphs; special products and factoring; fractions and fractional equations; ratio and proportion and variation; powers and roots; logarithms and exponential equations; graphic and algebraic treatment of quadratic functions and equations. Textbook; Betz, Robinson and Shortliffe, Algebra for Today.—Five periods per week. (Herreilers.)

Geometry 1: Fundamental concepts; triangle measurement; congruence theorems and applications; polygons; area; the theorem of Pythagoras; loci; similar figures; simple trigonometry; the proof of theorems; the circle; space geometry. Textbook: Cook, Geometry for Today.—Five periods per week. (Herreilers.)

Algebra 2: Ratio, proportion, and variation; linear, quadratic, and cubic functions and their graphs; limits and gradients; differentiation of simple functions and applications to maxima and minima problems; approximations and errors; integration of areas and volumes; arithmetical and geometrical series; annuities; permutations and combination; the binomial theorem; empirical formulae. Textbook: Durell and Wright, Senior Algebra (edited by Sheldon and Shortliffe)—Five periods per week. (Herreilers.)

Trigonomentry and Analytical Geometry: Constants and variables; rectangular coordinates; polar coordinates; trigonometric functions; indirect measurement; vectors, with application to navigation problems; the conic sections and their properties; translation of axes. Textbook: To be announced.—Five periods per week. (Herreilers.)

#### HEALTH

The aims of the course in Health are:

- 1. To develop the strength, health, and muscular co-ordination of the student.
- 2. To improve his posture and carriage.

- 3. To promote a liking for various forms of physical activity and exercise.
- 4. To teach and bring about a certain degree of proficiency in a number of games.
- 5. To teach the student how he can best keep himself well and in the best of physical condition.

To attain these varied aims, the course consists of both physical education work and classroom recitation. Three of the five periods per week are given over to physical education, both indoor and outdoor, and the other two are devoted to classroom recitation and discussion.

The physical education periods are devoted to various types of exercises and other gymnasium activities which will build the health and strength of the body, and to games which will build health and at the same time bring about a liking for physical activity and various sports.

The classroom work deals with the study of the human body and its various systems and functions. Some of the main units treated in the course are the following: protoplasm, cells, tissues, organs; the skeletal, muscular, digestive, circulatory, and excretory system; the nervous system and the special sense organs; foods and their special uses in the body; first aid; new discoveries in medicine and health; present day health problems. Special emphasis is laid on hygiene and how the body can be kept in the best of physical condition. Textbook: Williams, Healthful Living. Five periods per week. (Witte.)

### COMMERCIAL SUBJECTS

Typewriting 1a: This is an introductory course intended to give the student the ability to use the typewriter, sufficient for practical purposes. Accuracy and form are stressed. Syllabification, capitalization, envelope-addressing, letter-writing styles, and tabulation receive much attention. So that the student might attain a speed of twenty or twenty-five words per minute (as measured under International Contest Rules) on tests varying from five to ten minutes in length, with not more than one or two per cent of error, the typewriters are available for practice also outside of the regular class periods. Textbook: Stuart, Complete Typewriting Course, Part I—Three periods per week. (Schwermann.)

Bookkeeping 1a: The purpose of this course is to help the student to become a more intelligent citizen by increasing his knowledge and understanding of the nomenclature and processes of the business world in which he lives; to enable him to participate more fully as a citizen through knowledge of documents, records, and business procedures; to assist him in the ability to devise, adapt, and use a simple set of records.

The Content of the Course: Personal records; business records of a club; the use of accounts; the business records of a professional man; the Journal; the Cash Book; the Ledger; Purchases and Sales Journals; financial statements. Textbook: Baker, Prickett, and Carlson, 20th Century Bookkeeping and Accounting; Study Plans, Part 1, to accompany the textbook.—Three periods per week. (Herreilers.)

### MUSIC

The aims of the music course are:

- 1. To deepen the student's love of good music.
- 2. To enable him better to understand what he hears or performs.
- 3. To develop his performing technique.

Music 1: The course is that prescribed by the Department of Education for Music 1. Its requirements are chorus singing, with ear-training and sight-singing; elementary theory; and music appreciation.—Four periods per week. (Schwermann.)

## EXTRA CURRICULAR ACTIVITIES I.ITERARY

The literary activity of our students has been largely combined with the educational program of the local Walther Leagues. Meetings are held on Friday evenings and there is a joint gathering once a month. On the program are Bible study, topic study, lectures, moving pictures, and also social activities.

### MUSICAL ACTIVITIES

All students are members of the Concordia Chorus, which rehearses twice weekly under the direction of Mr. H. G. Turner, a professional vocal teacher and experienced choir leader.

A smaller mixed choir of some thirty voices, known as the Concordia Choristers, is composed of volunteers and centres its attention chiefly upon cantata work.

Students who desire to advance themselves in vocal or piano work and particularly those who seek to obtain the A.T.C.M. of the Toronto Conservatory of Music will be able to receive instruction at the college from qualified and competent teachers. The fees are \$1.00 to \$1.50 per lesson.

All ministerial students are urged to equip themselves with the ability to play simple church hymns.

### ATHLETIC ACTIVITIES

Every student is encouraged to take part in some sport or exercise. The large campus offers ample recreational opportunities. Among these hockey, baseball, softball, volley ball and skating are the most popular.

A phonograph-loud speaker system provides music at skating parties. A gymnasium room in the basement of the dormitory offers space for handball, volleyball, ping-pong, and other games.

### CONCORDIA COLLEGE

(Continued from Page 3)

Our fellow-Lutherans have never tired of giving us material assistance. Meat, butter, eggs, lard, and victuals of every description have year after year found their way into our kitchen. More recently a sum in excess of \$3,000 was contributed for the beautification of the grounds, and hundreds of dollars were given for equipment of rooms, no less than \$500 from one congregation. The women have never failed us in their kindness. They have contributed much to the success of our annual College Day, which since 1929 has been held every year on Pentecost Monday. In the fall of 1933 they introduced a Donation Day and have had such days regularly ever since, every spring and every fall, at which occasion they shower our kitchen with gifts and are in return entertained by the students. Annually the Shower Committe has sent out appeals to all women in both districts, and annually these appeals were answered with funds for manifold purposes. Their latest project is the complete replacement of furniture in the boys' dormitory. Once again we use this opportunity to convey our hearty thanks to all kind donors.

### **SCHOLARSHIP**

(Continued from Page 21)

- 5. The scholarship for the successful boy from the Manitoba-Saskatchewan District amounts to \$100, and the Alberta-British Columbia District will also award \$100 to the successful student from its midst.
- 6. This money will be sent to the treasurer of our college in Edmonton and will be credited to the respective winners of the scholarships as soon as they begin their studies.

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... It was one of these fine summer twilight evenings ... The front lawn of the college spread itself out before me with all its emerald splendor. . . . The soft setting sun streaked the valley below with glancing shadows. . . The robins were chirping one final paean of farewell to the dying day. . . I stretched out on the velvety

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lawn in the tranquil glory of that beautiful evening . . . and thought of Concordia . . . and slept . . . and dreamed . . .

... I was walking through a beautiful park. Green lawns seemed to stretch endlessly into the distance. Flower beds blossomed in their fullest profusion of beauty. Stately oaks opened their leafy arms to salute the azure sky with its golden-tinged clouds. Suddenly,

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7

I stood before a tremendous castle, whose stately turrets towered out of sight into the clouds above. . . Across the majestic entrance were enblazoned the fiery words . . . "The Halls of Life."

I entered into a dream-like phantasy of life. I was immediately attended by six men of fierce countenance, who carried the distinguishing marks: A.H.S., A.G., H.F.W., A.R.R., J.H.H., and J.E.H.

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them! Yes, they were busily laboring at their life's work! One, David Honig was laboriously writing a book entitled "A Digest of the Reader's Digest." His brother, Walter, was still vainly searching for the comb which could straighten out his hair. And, yes, there I saw Leland Wenzel working acres of farm land. In another corner was O. Schlayer attempting to discover the oil which could

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hold his hair in place. Amazed I was hurried on by my terrible attendants into another room, 102. To my astonishment there I perceived N. Lange—laughing, a ceaseless hour-long, day-long laughter. There I saw R. Bauer preaching in the foreign wilderness of Mongolia. In another corner was Richard Yetzer—still entering contests for "The Most Beautiful Eyes in America." A. Wrubleski could



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PHONE 29

plainly be distinguished playing major-league hockey in winter and major-league baseball in summer. Dimly I saw E. Klein in vain trying to sit more still than the Statue of Liberty. Hastening onward I hurriedly entered another chamber, 103. Here I immediately beheld V. Hennig, imprisoned in an asylum, screaming "I can't get away from my sisters!" Farther on I saw Albert Roth desperately

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trying to shoot a par game of golf. And there faintly I caught sight of K. Zorn busy at his trade of crawling down mouse-holes to search for cheese for junior colleges. I was rushed into the next room, 104. There I descried John Nielsen producing and distributing corn free of charge.

Farther on I saw K. Janzow repeating with a roaring voice "Pass

that puck!"

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And there was F. Bollefer, still learning to talk. There was Jens Boje stiff as a statue, repeatedly exclaiming "I don't have to!" And I distinguished W. Freitag always frantically striving to reach his study desk, but never quite attaining his goal. Leaving this dismal scene I hastened up to the next room, 109. I recognized L. Mottl—he was wearing his hair long, so that he could be closer to the girls.

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And there leaning over a chess-board were two grey-haired old men—R. and M. Baron, still trying to solve a chess problem first encountered decades ago. And higher up in the gray shadows I discerned L. Arndt, a member of parliament, trying to push a bill through the session that would force all citizens to keep a stiff upper back. With a gasp of relief I escaped the confines of this room, but

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my stern guides forced me to accompany them to the next story. Breathlessly I rushed into room 201, where I caught sight of L. Thomas feeding W. Seehagel, a big-league baseball star, with a silver spoon. Nearby I perceived 100 of the world's top specialists gathered around a bed, vainly trying to diagnose the illusive illness of R.

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Wagner. Dazedly I departed, but was immediately forced into room 202. There I caught sight of a great orator, L. Schroeder, attempting to convince the world that he was its greatest speaker. And I also saw his brother, Paul, still working his way into Hollywood. There in a sideshow of a world-famous circus I saw displayed the

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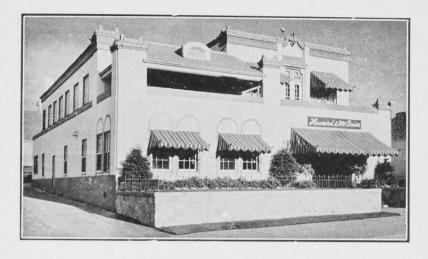
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world's tallest living human being, G. Buchwald. With failing sight I looked into the dim recesses of darkest Africa and caught sight of M. Kentel teaching the negros to read and speak "Schwaebisch." And farther on under the brilliant lights of Broadway's largest stage I perceived A. Wedman starring in the production "The Hoosier Schoolmaster." Leaving this brilliant scene I plunged into the next room, 203. There I caught a glimpse of the Eifert brothers vainly drilling for oil in their back yard. In another corner J. Mohr

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was getting up before he went to bed. I glimpsed S. Minchau wrecking his brother's cars. Downcast I sped, under the dread guidance of my escorts, into the next chamber, 204. I recognized an old white-bearded man with a brush cut, T. Lucht, still attending Concordia College. I saw J. Giese and P. Teichman hard at work in

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their positions of tasters at a tomato-juice factory. High up among a mass of textbooks I saw E. Lehman lecturing to Einstein and a group of his associates. I continued my mad journey through the halls of life and entered room 206. There I saw the bed of I. Busch, encased by cobwebs, and bearing the sign "Do not disturb for 20

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years!" After close inspection I descried W. Busse engrossed in his work of collecting crabs from Pincher Creek, Alta. In the murky background R. Steininger stood exposed meditating on the problem of: What is nothing, and how one can best do it? I pressed on into room 209. There was H. Boehmer writing a book on the subject

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"What We Do In Ottawa." I glimpsed W. Kupsch leading an orchestra composed of piano-accordions and G. Petersen writing a French grammar in Danish. Leaving this room I, spurred on by my guardians, jumped into a chamber bearing the inscription "City Students Only." There a large group of city students, all of whom

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I recognized, were violently debating the question of how to eliminate residential students and the rule of no noise during study periods. I dashed out attempting to escape the uproar and terrible racket, and I raced down the next hall. My fierce-minded guards blanched and cried, "Don't go that way!", and they strove to hold me back. The

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one lettered A.H.S. roared, "I'll shoot your privileges for the rest of your life!" H.F.W. cried, "I'll report you as a biological freak!" A.R.R. exclaimed "I'll make you publish Auroras for the rest of your days!" J.H.H. shouted, "I'll never give you any more money!" J.E.H. called, "I'll make you eat pork sausages for the rest of your

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life!" A.G. threatened, "I'll force you to translate Latin passages for for the next 50 years."

... To no avail... I rushed down the hall and broke into another room, where hideous shrieking and babbling immediately burst about my ear-drums. Furious cries, wailings, and screams thundered

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upon me from all directions. I quailed and glancing around perceived that the source of the infernal bedlam was a group of raging figures, bearing identification cards on which was written the terrifying word "CO-ED." Shrieking with terror I plunged onward with all the wierd inhabitants of that horrifying castle closely pur-

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suing me and crying in one mad cacophony of discordant sound, "Don't let him out! He must not leave the halls of life!" With one last desperate burst of effort I reached the massive gates and crashed through the iron barriers into the relieving starlight and the return of consciousness. . . . .

. . . Quickly I glanced around and shivering noticed that the lights of the college were out. So I walked in to face the fact that I had lost my privileges for the sake of a dream.

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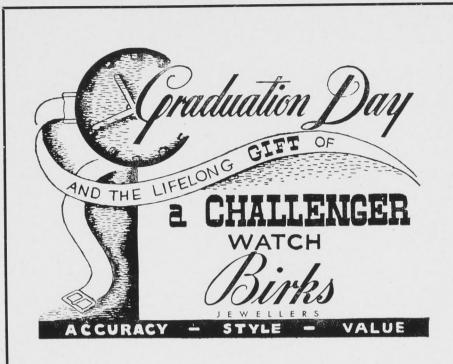
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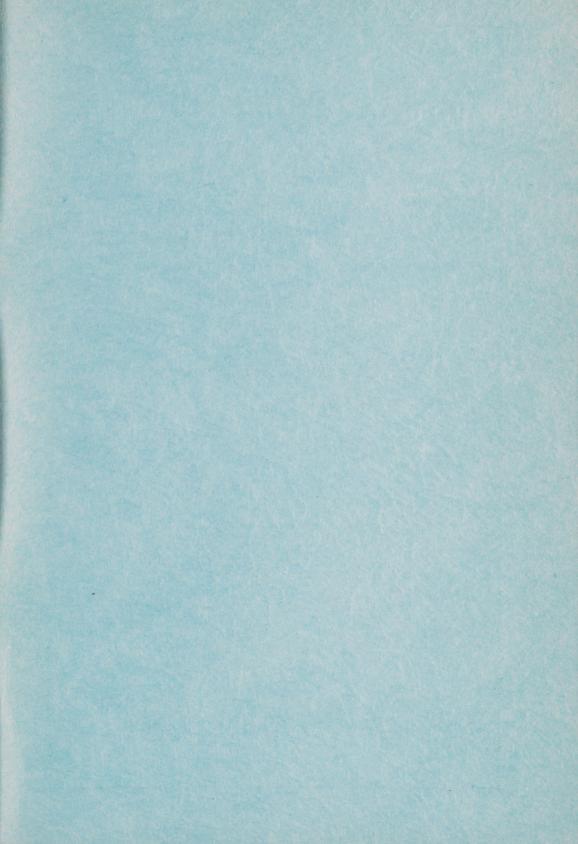
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